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## ABSTRACT

The English "who," "whom," and "whose" words are presented in this illustrated booklet on pronouns for speakers with limited English proficiency. A supplemental section, Tutor Notes, explains that the use of pronouns is imperative in adult literacy training. Since pronouns abound in long vowels and irregular spellings, they are not introduced in the Laubach system until Skill Book III. Pronouns are used in this book at the first and second skill level because repetition of the subject and/or noun makes stories sound childish. Examples are given. Teaching suggestions are given for using this book. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

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# Pronouns

The "who" words of English

by

Rosanne Keller

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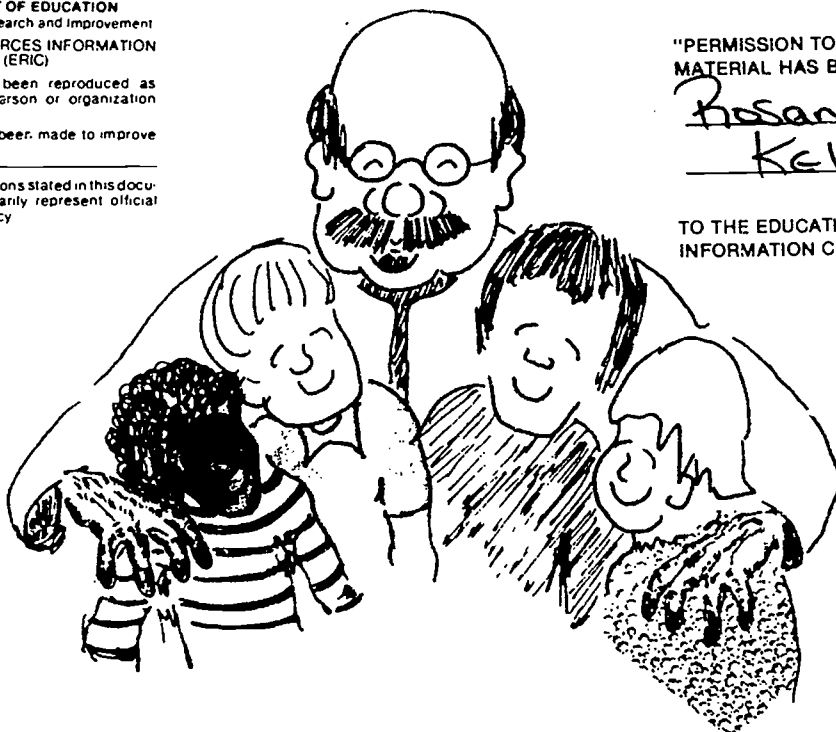
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Literacy Council of Alaska

1978

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# Pronouns

The "who"  
"to whom"  
and "whose" words of English

by  
Rosanne Keller



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Literacy Council of Alaska  
1978

# Pronouns (who)



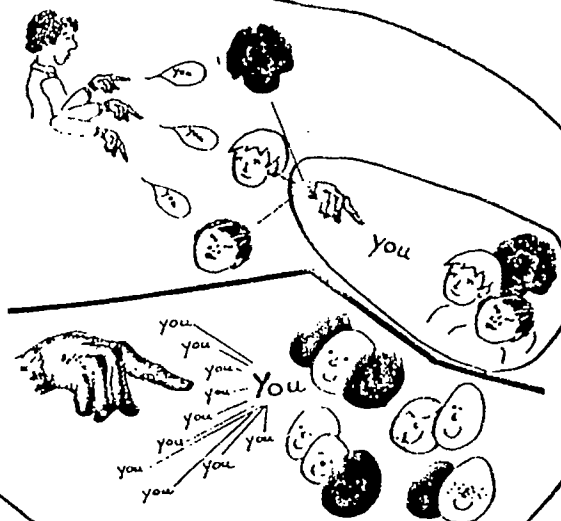
I

We



you

You



He



He



She

She



it

It

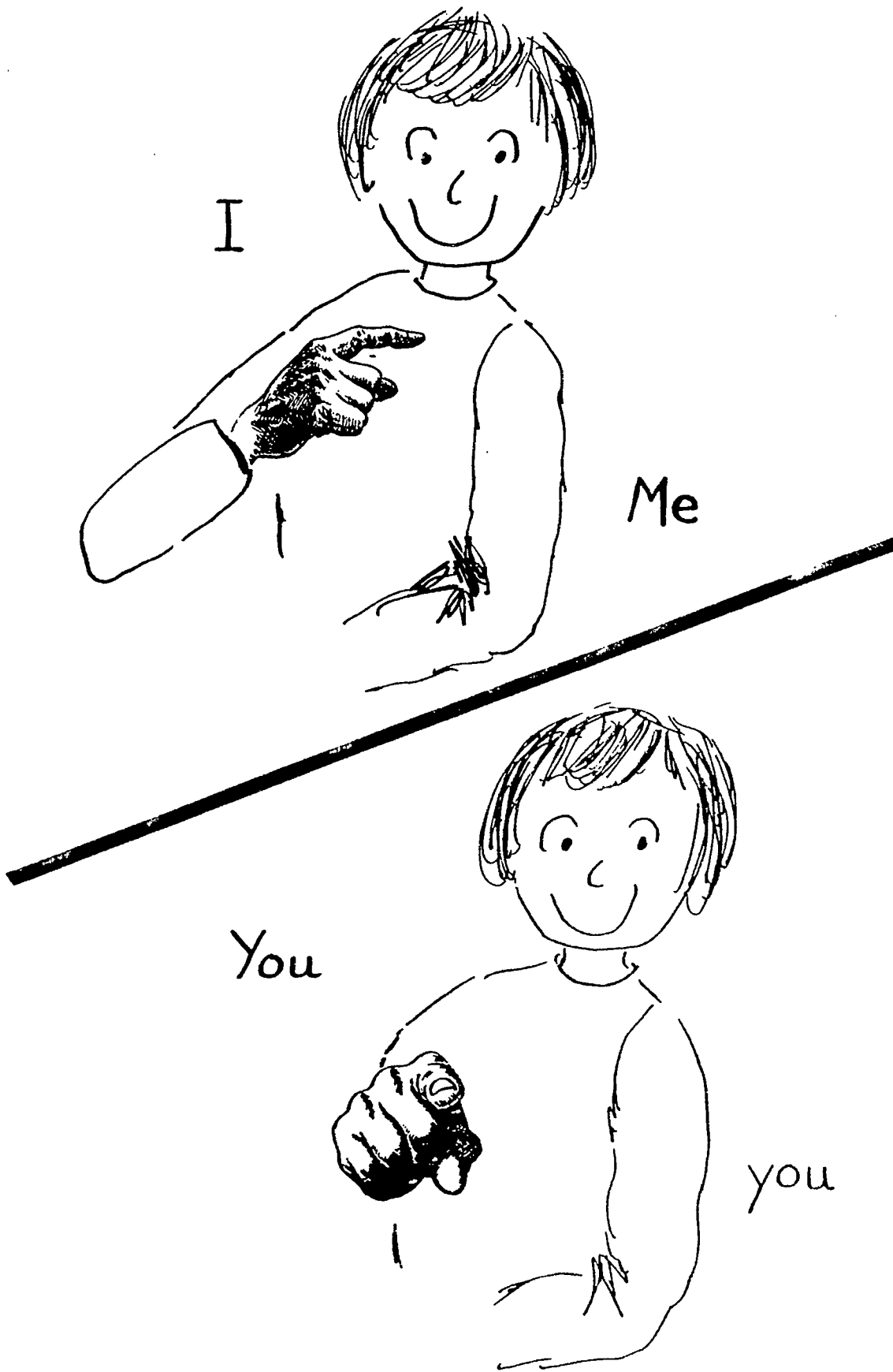


it

They

they

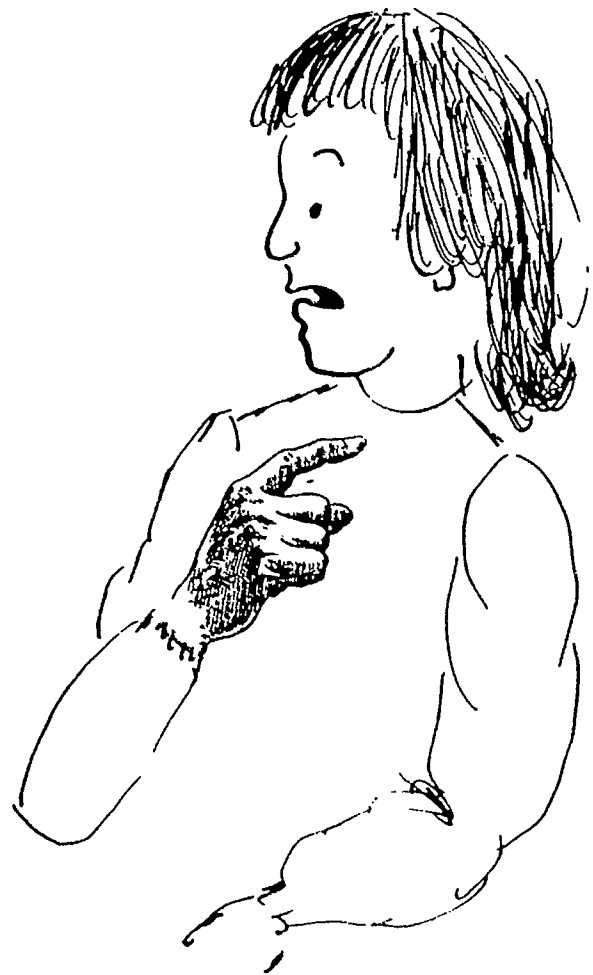






You !

me ?

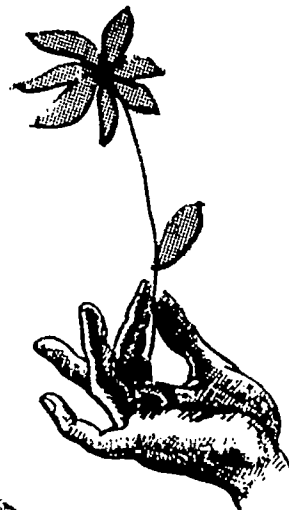
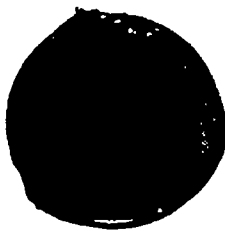


He  
he

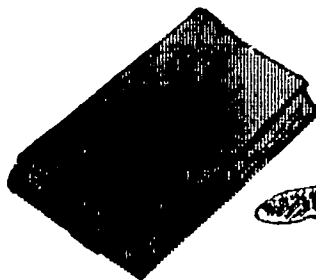


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she

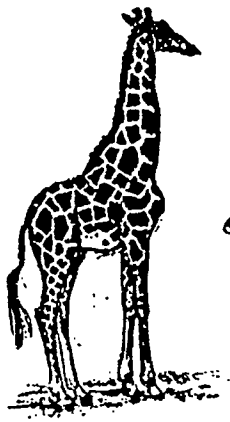
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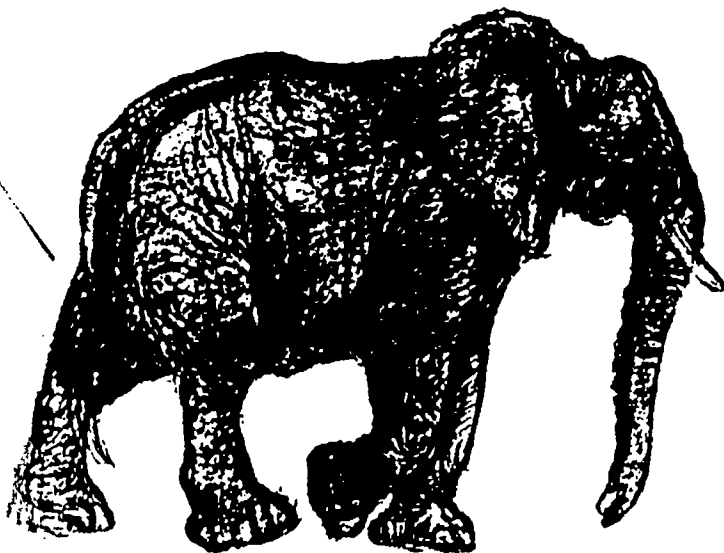
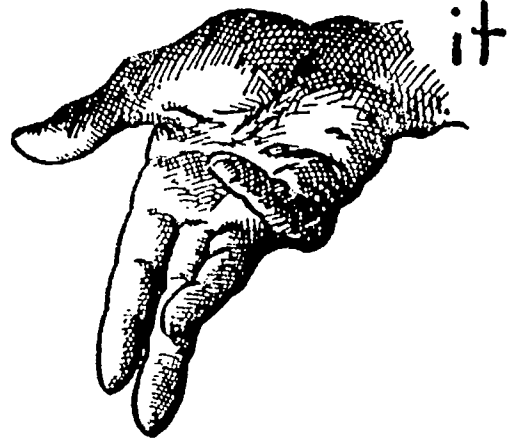
it



it

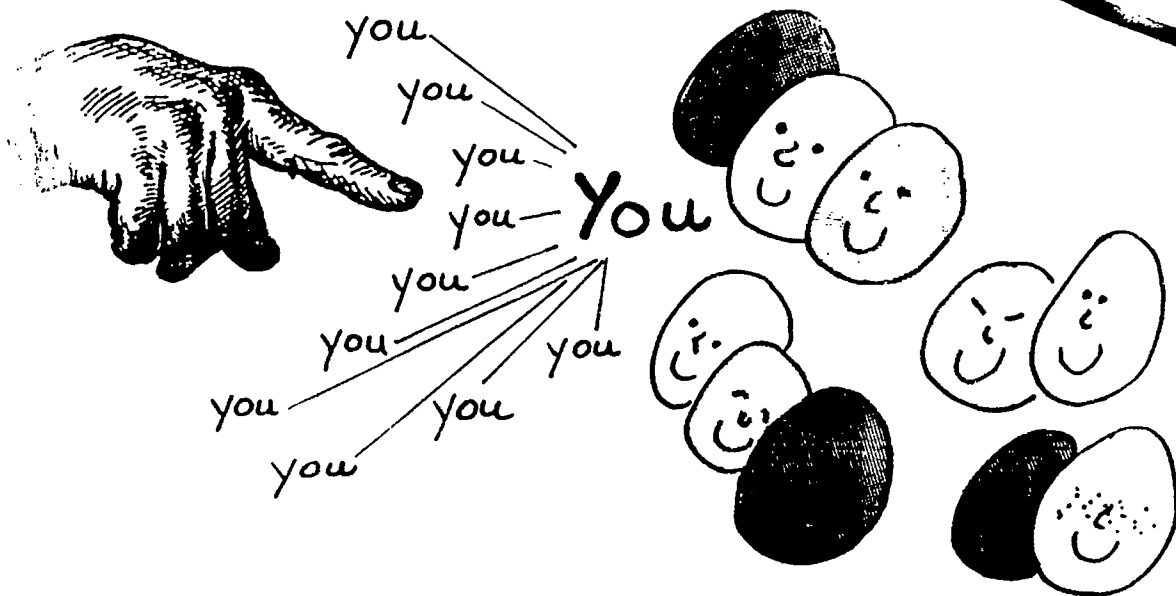
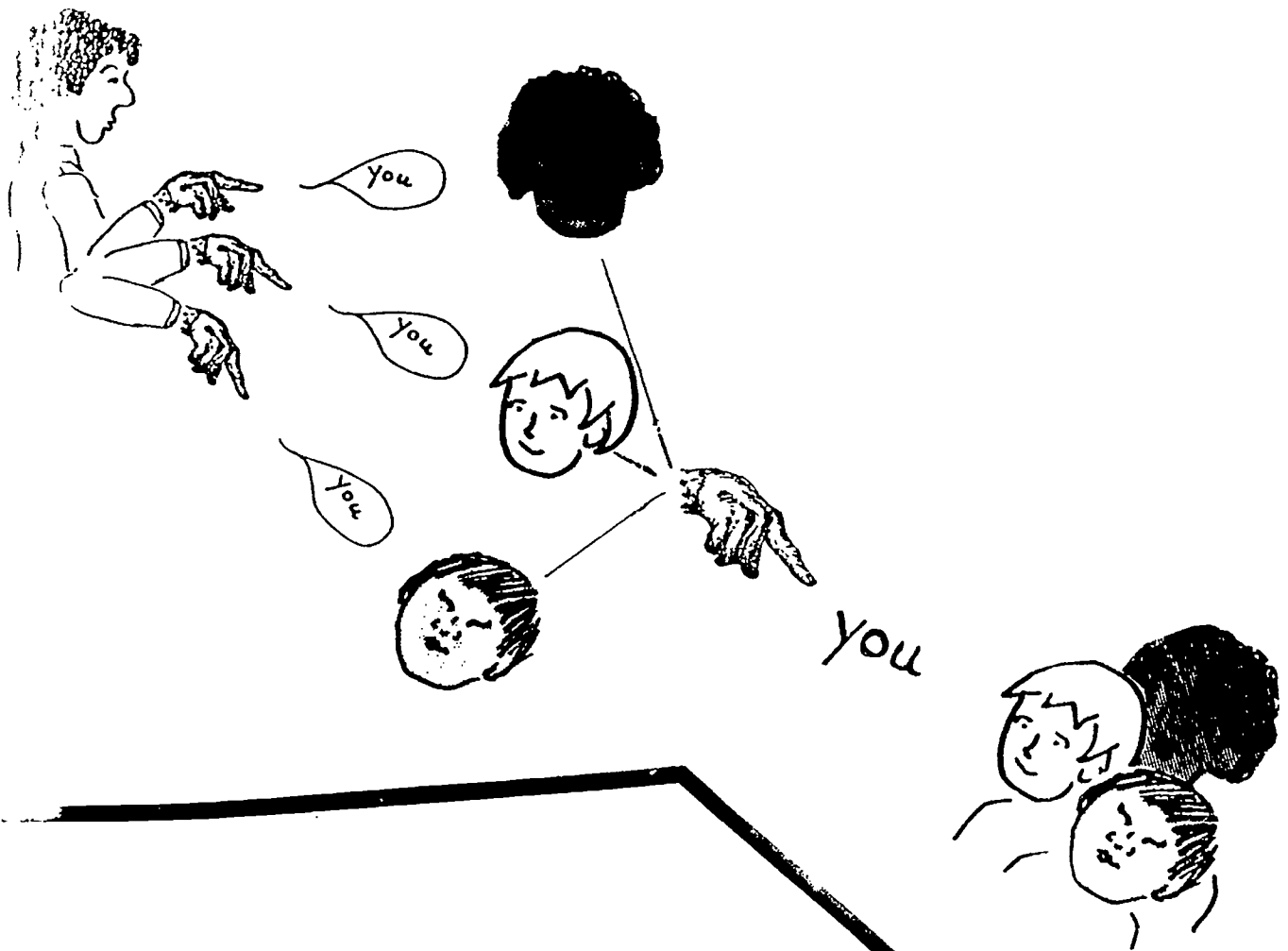


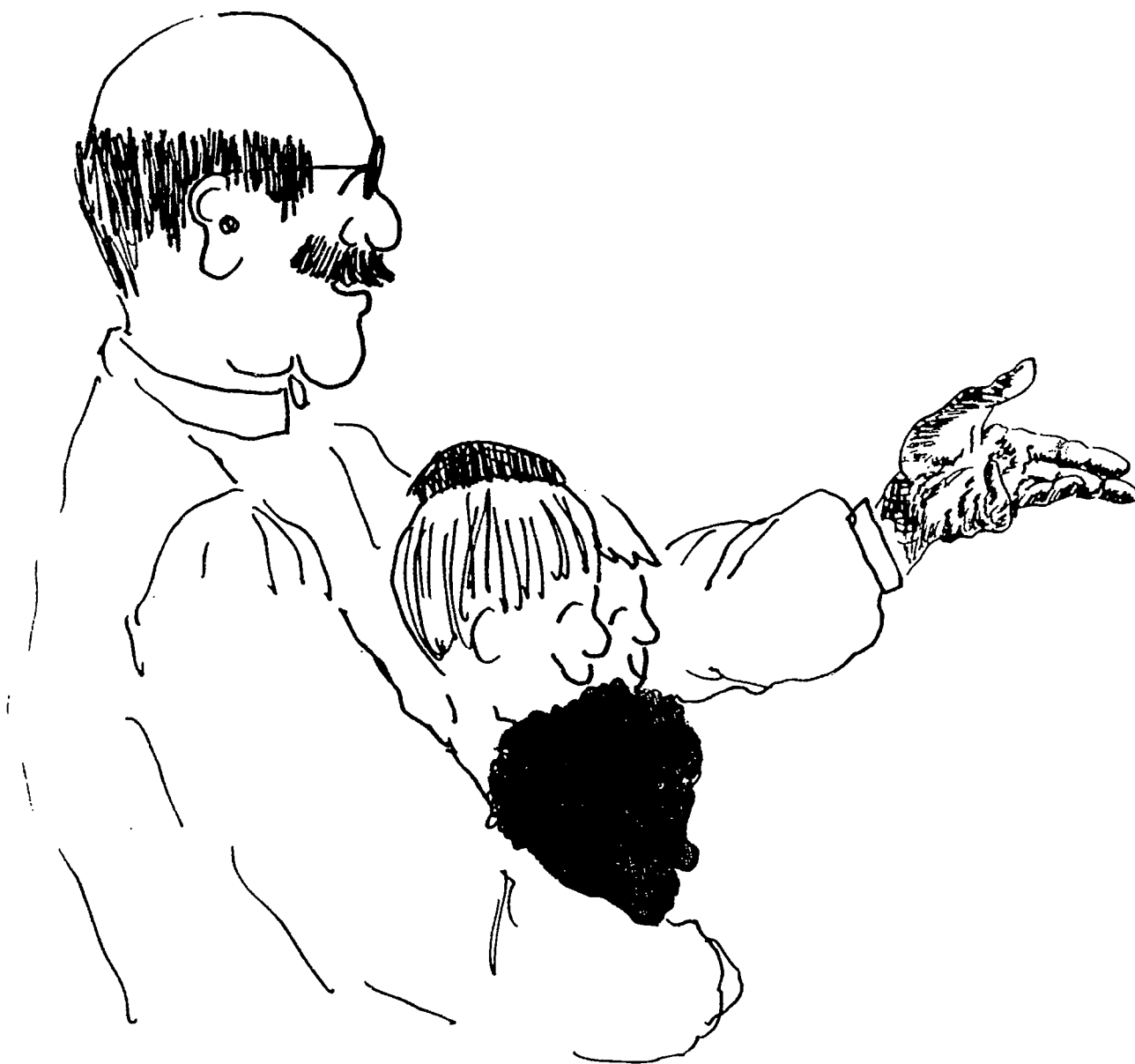
It









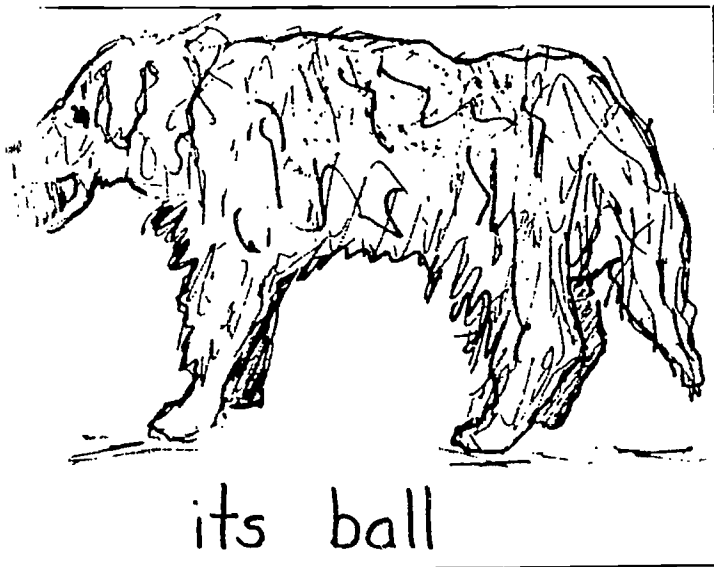
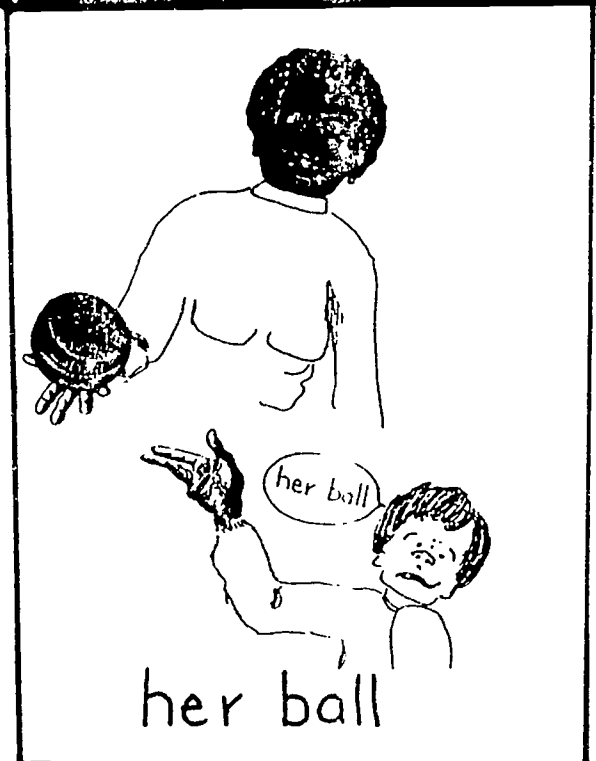
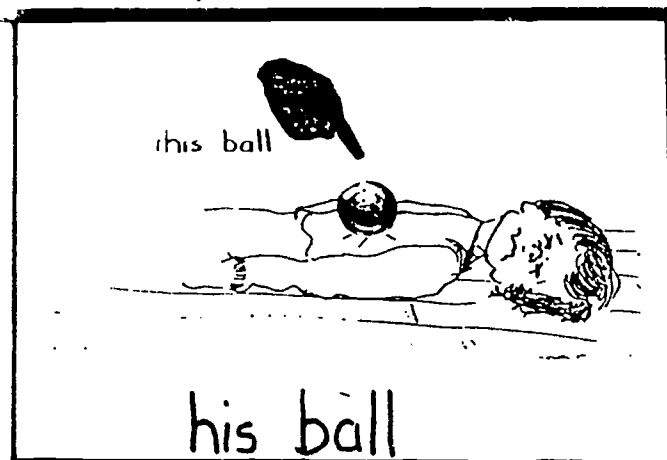
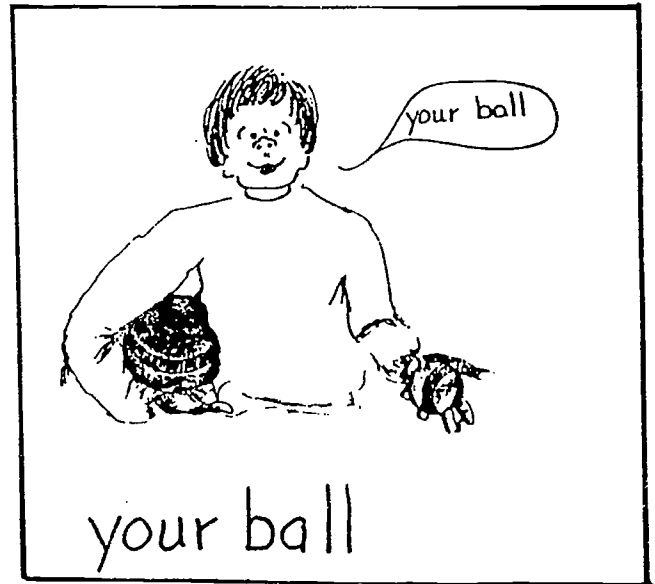
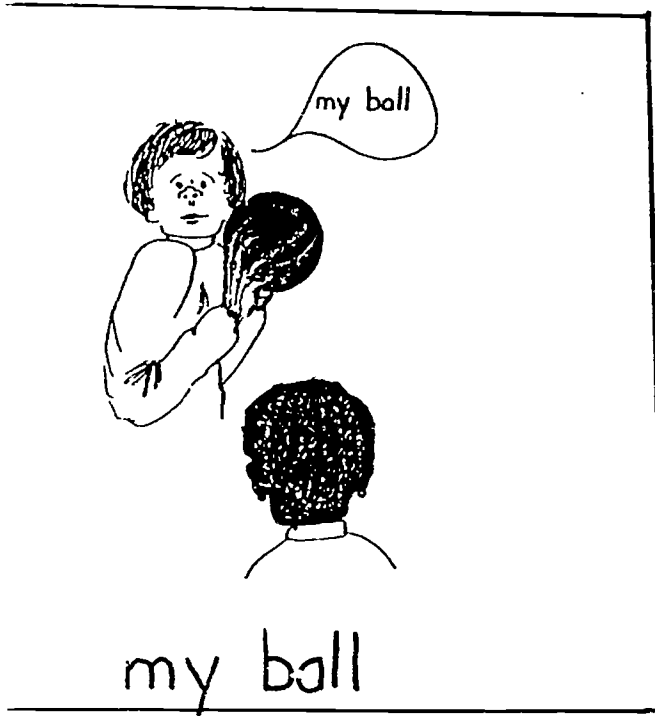


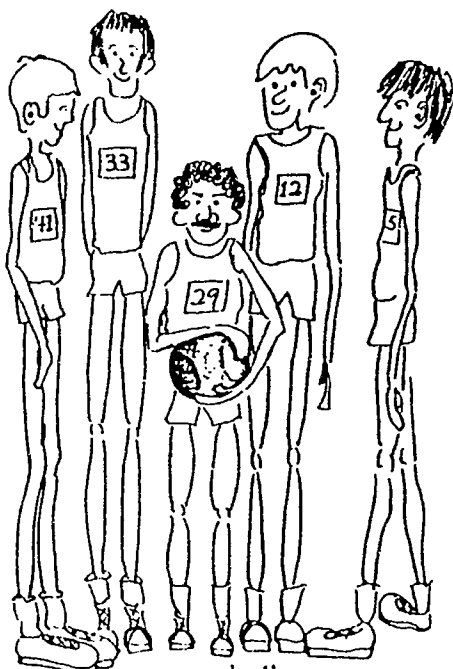
they →



# Pronouns

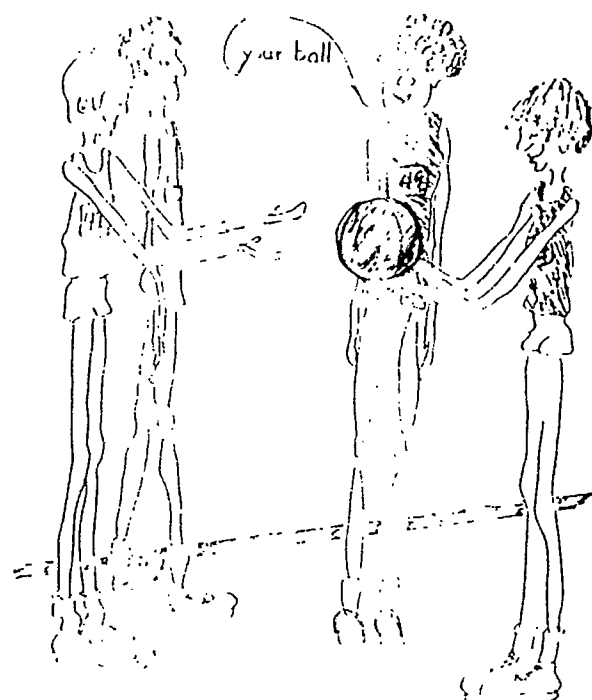
(whose)





our ball

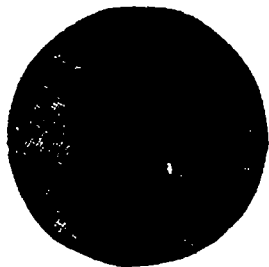
our ball



your ball



their ball



ball



Ball

my ball



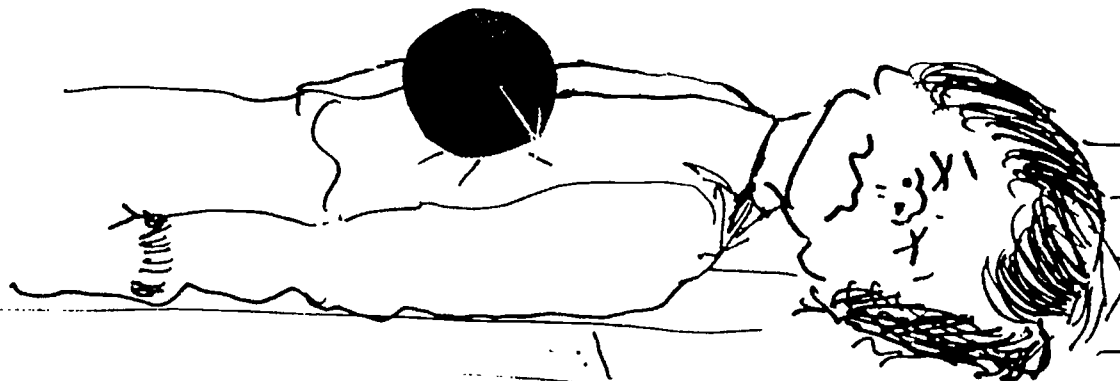




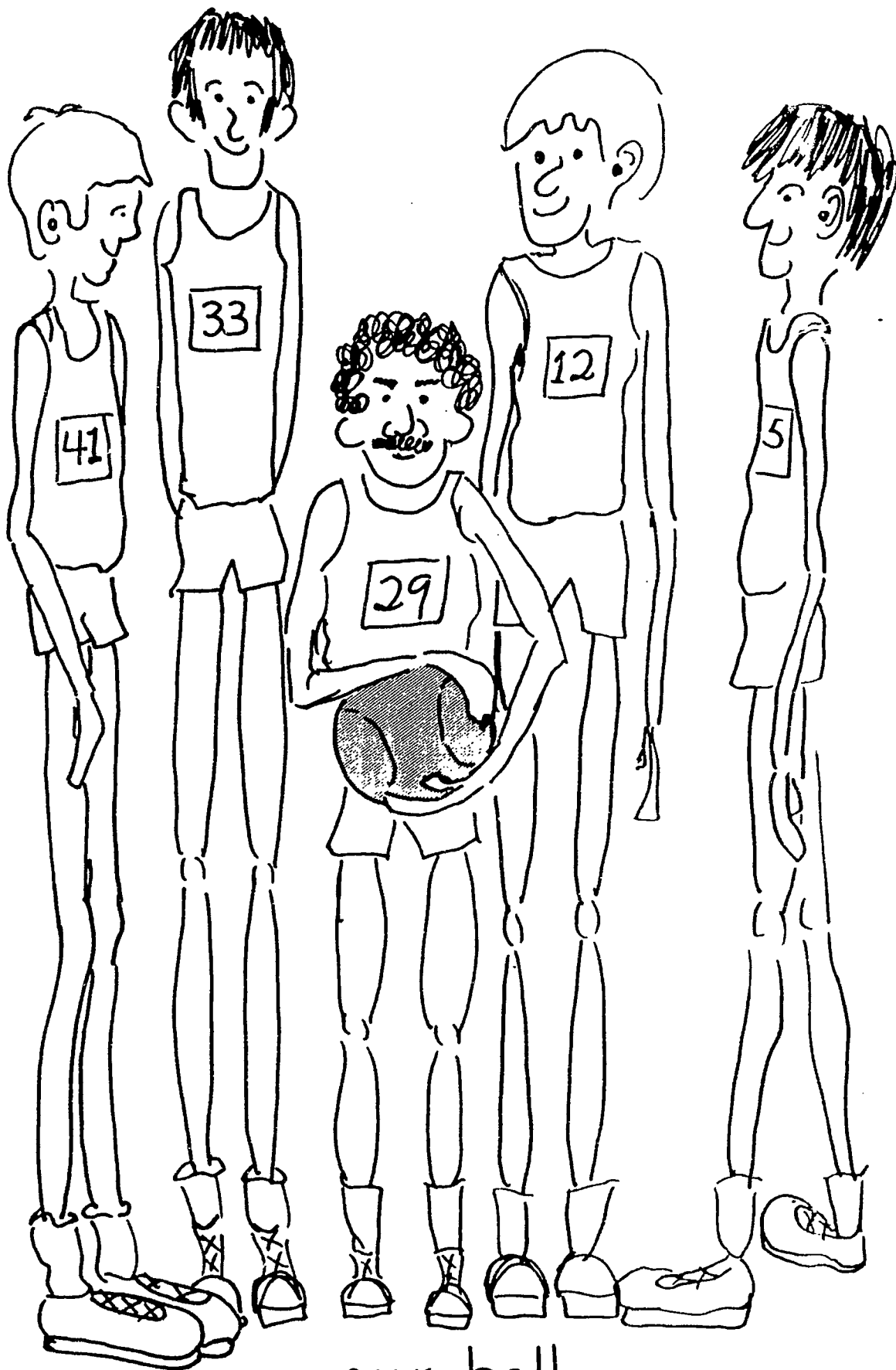


My ball?

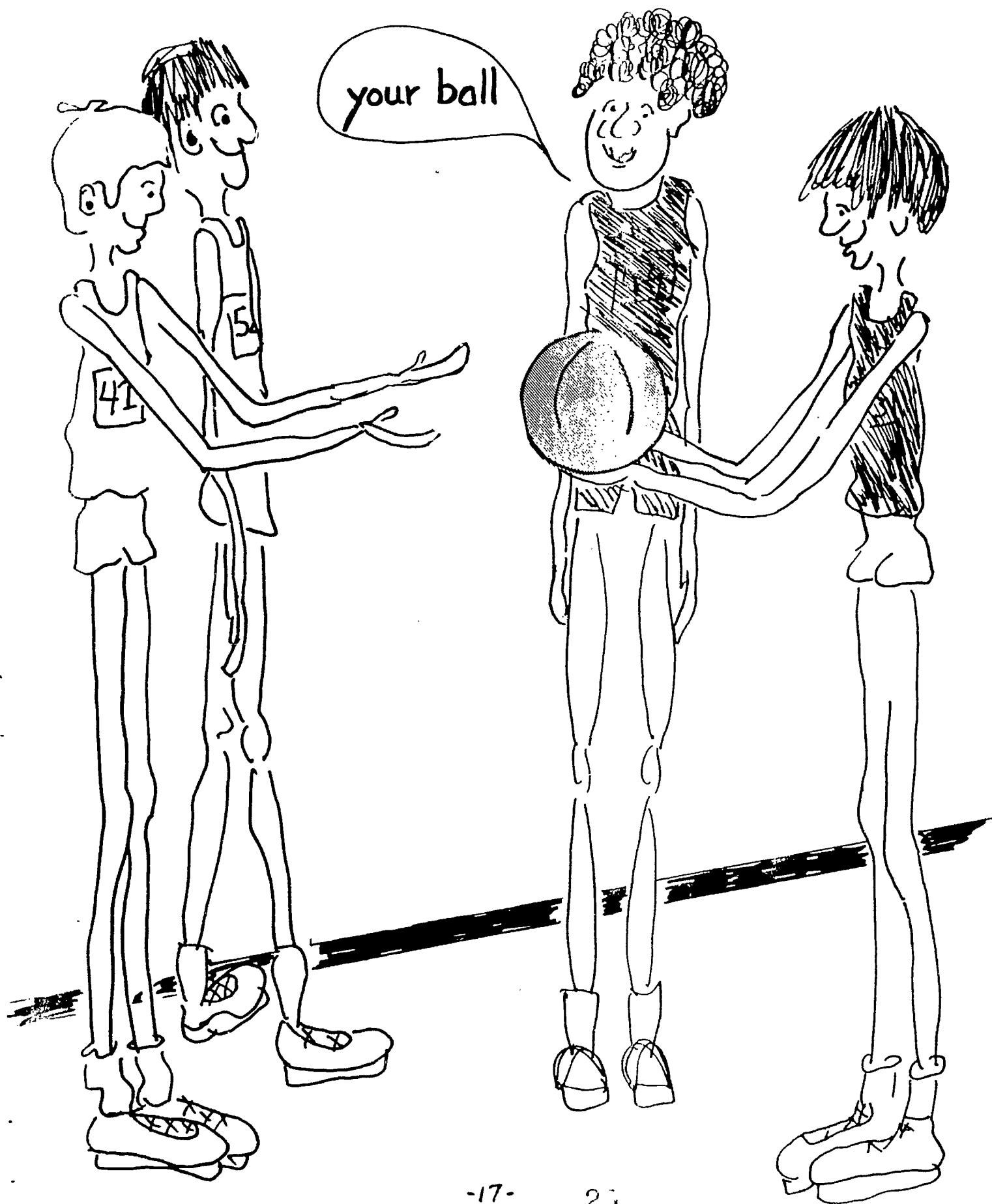
his ball



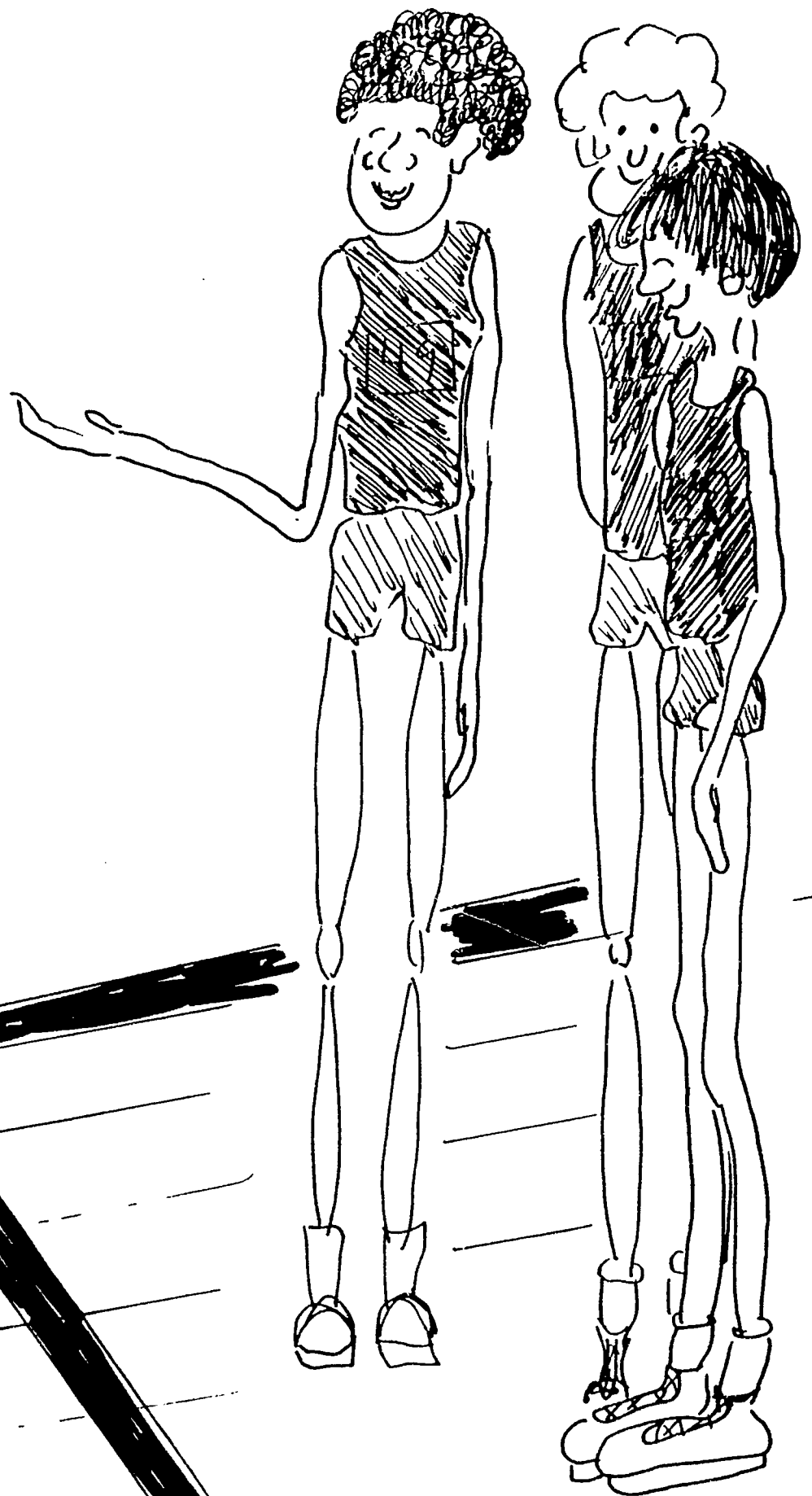




our ball

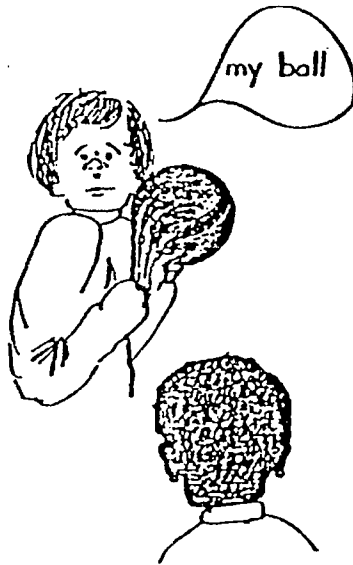






# Pronouns

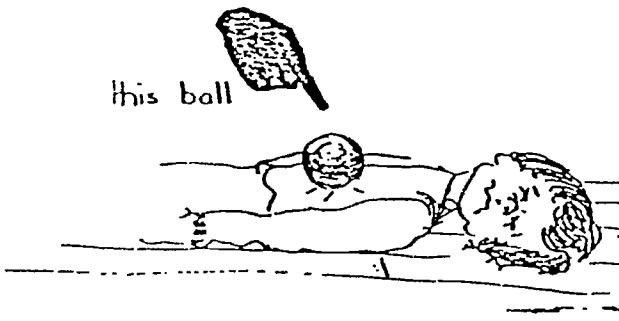
(whose)



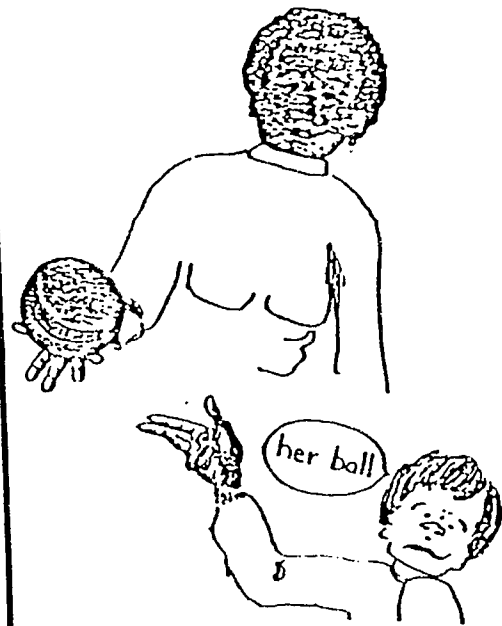
mine



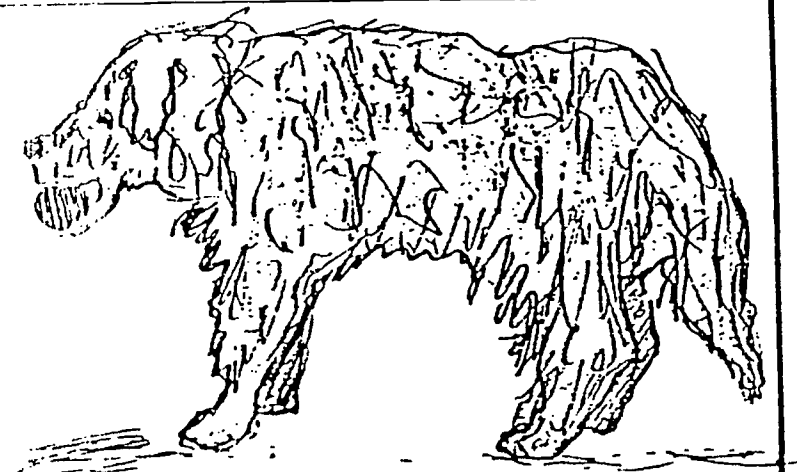
yours



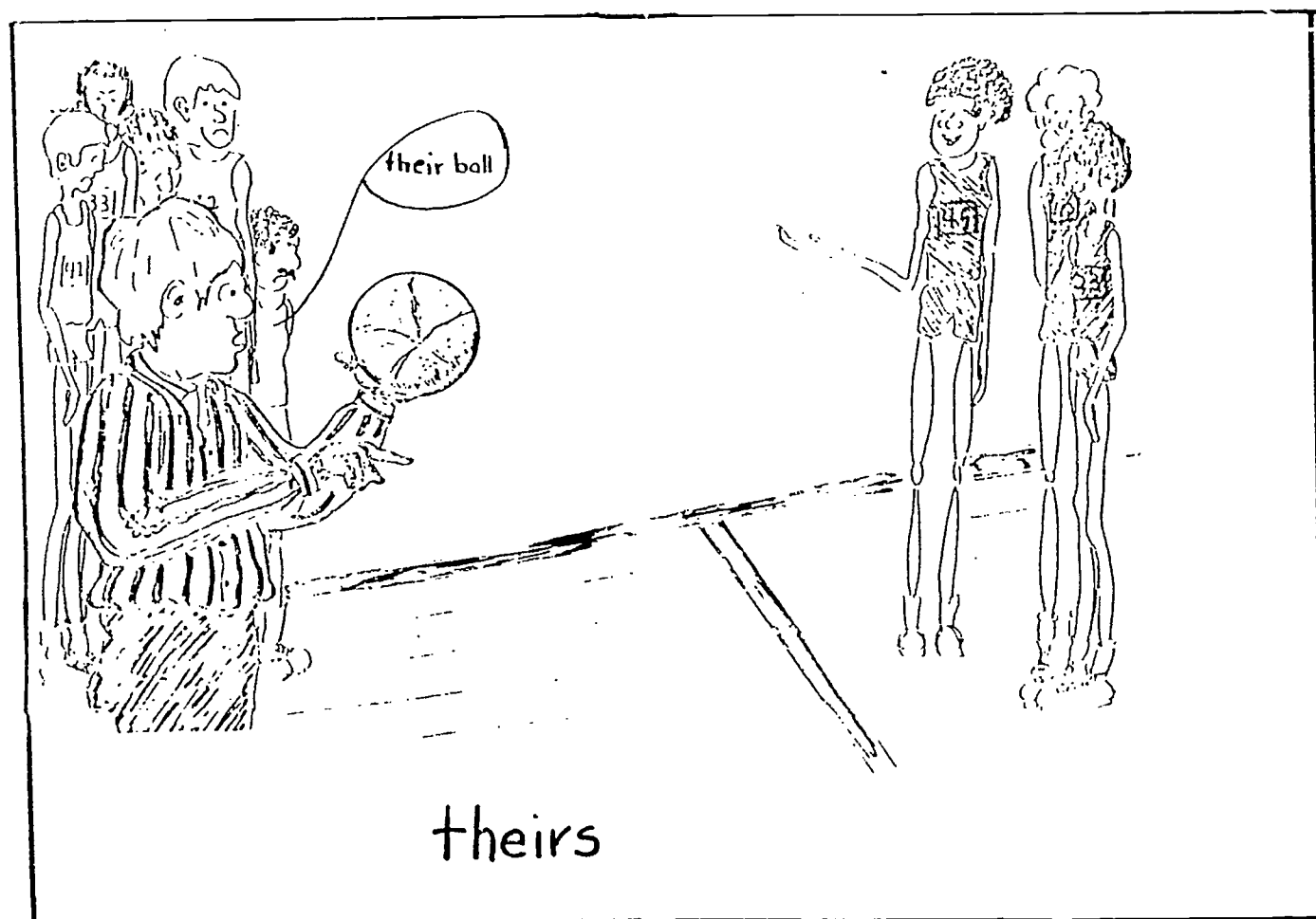
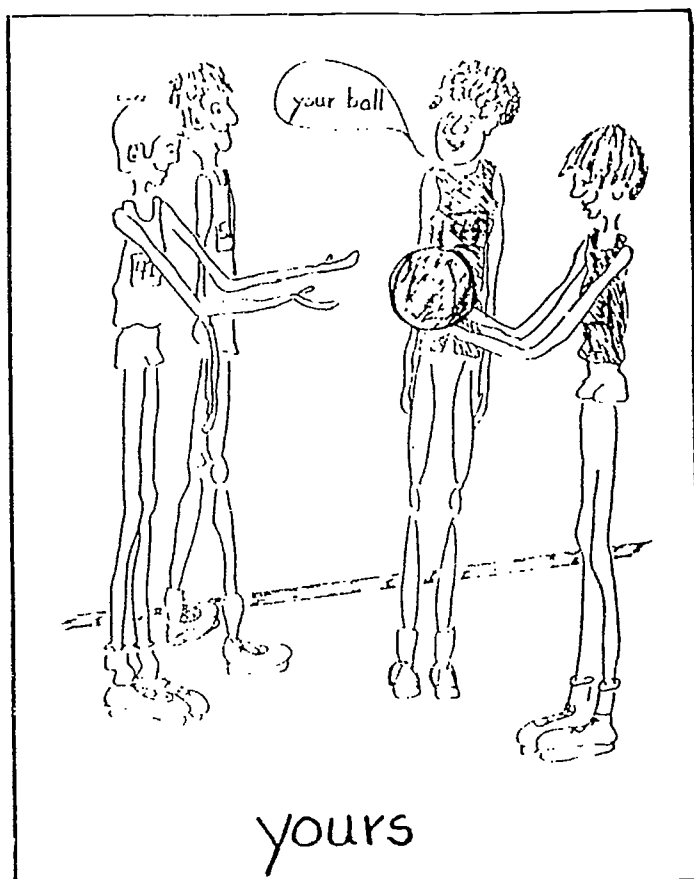
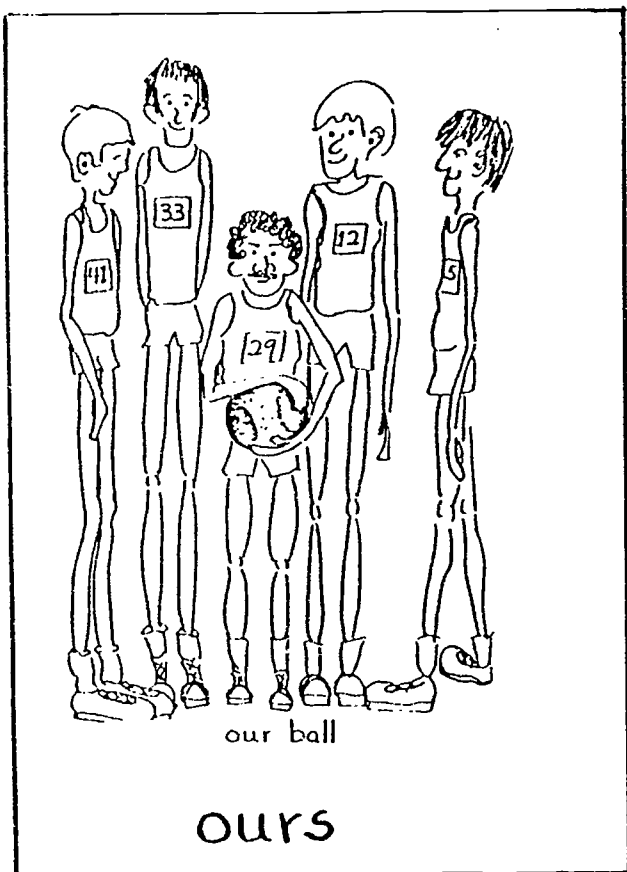
his



hers

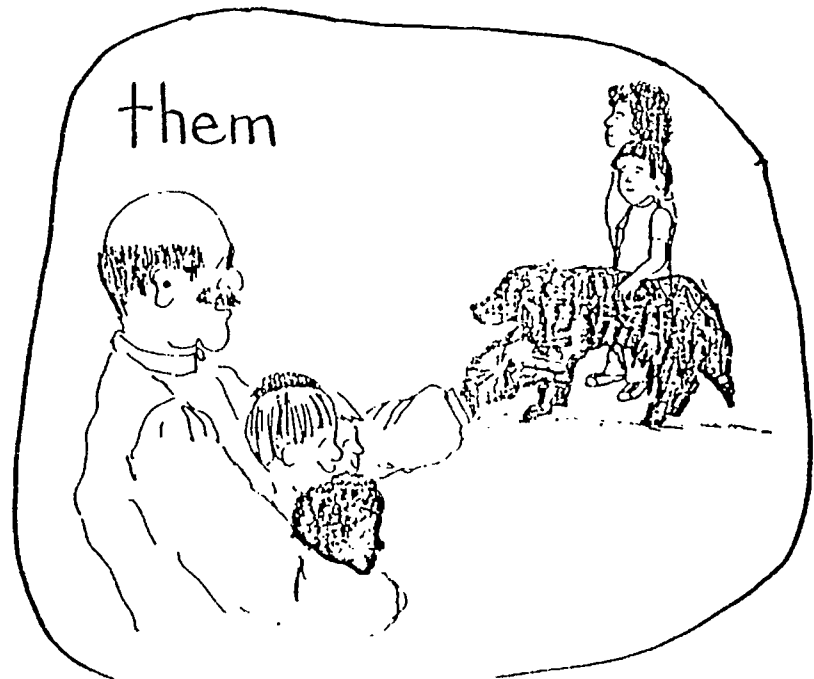
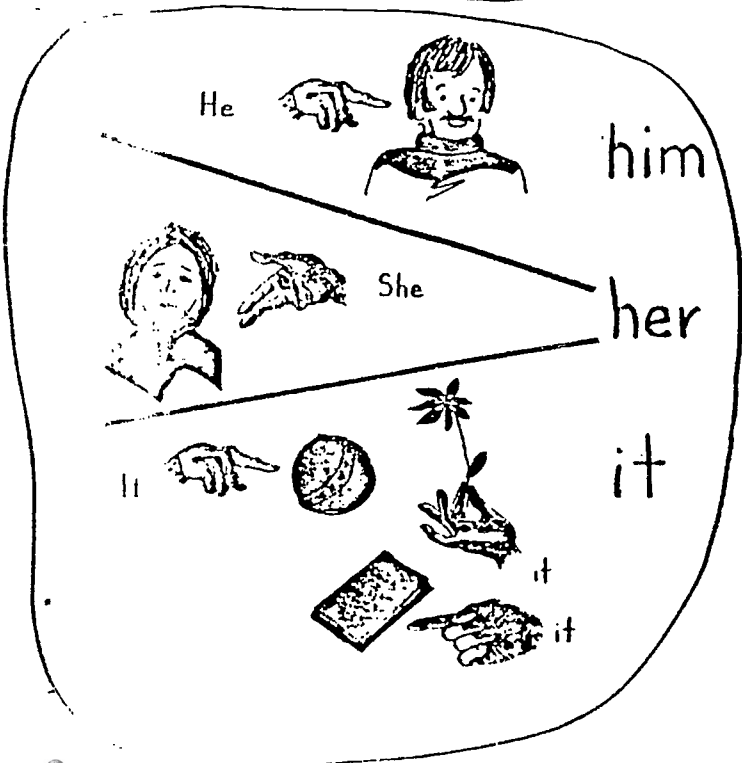
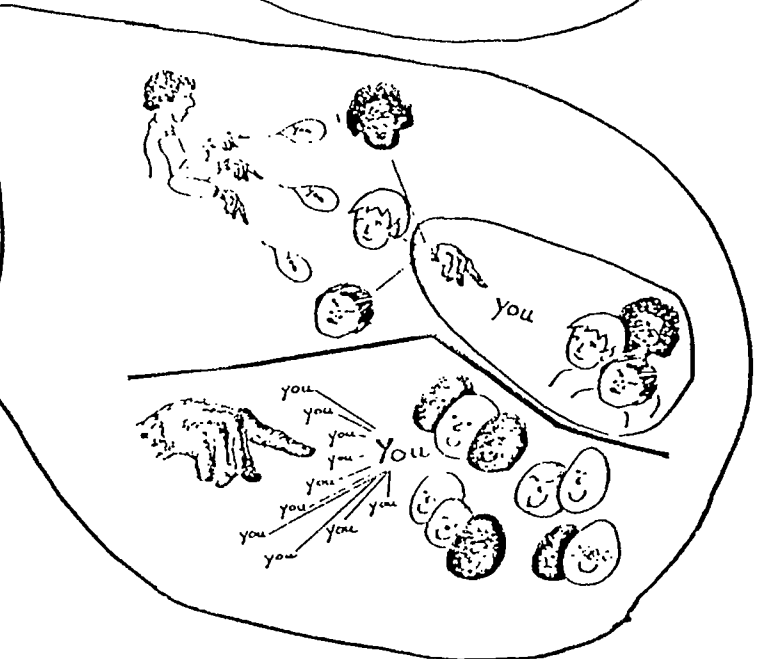
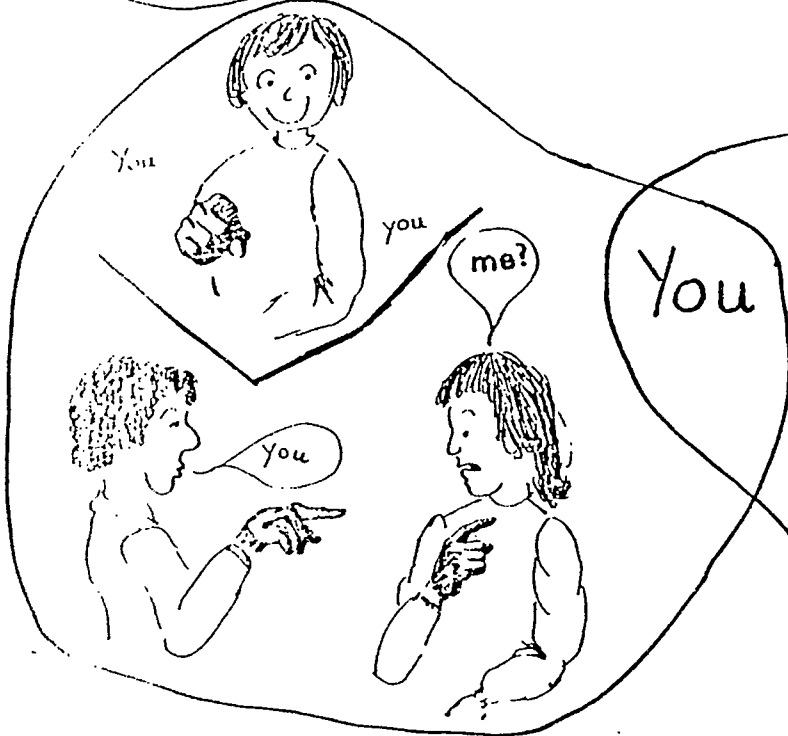
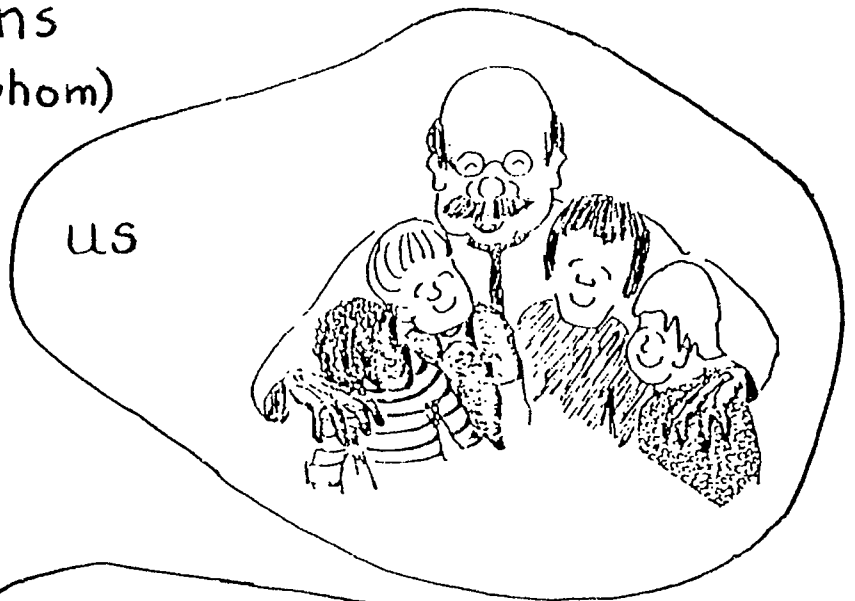


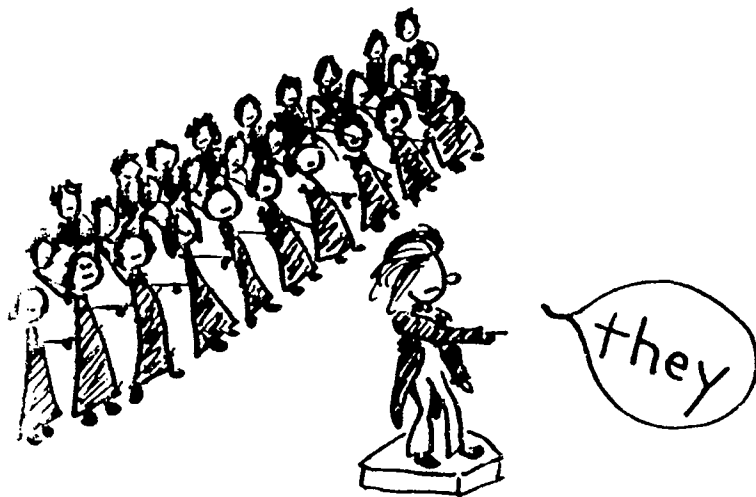
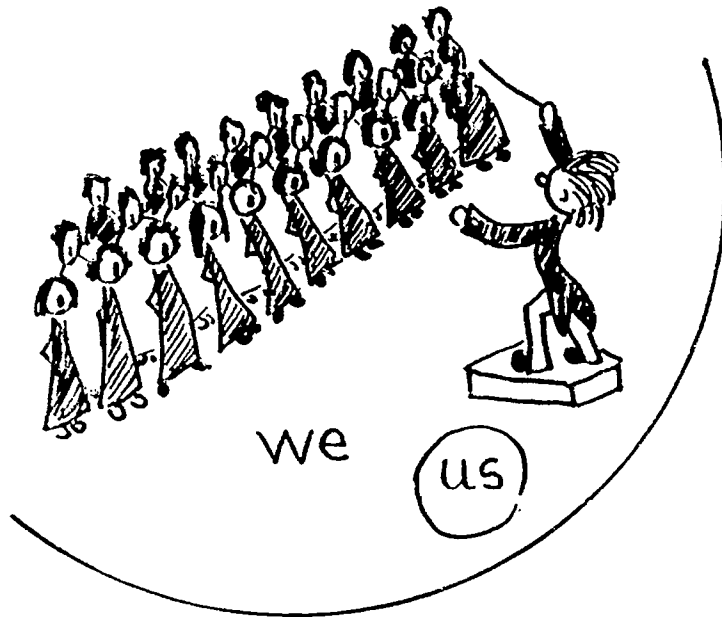
its



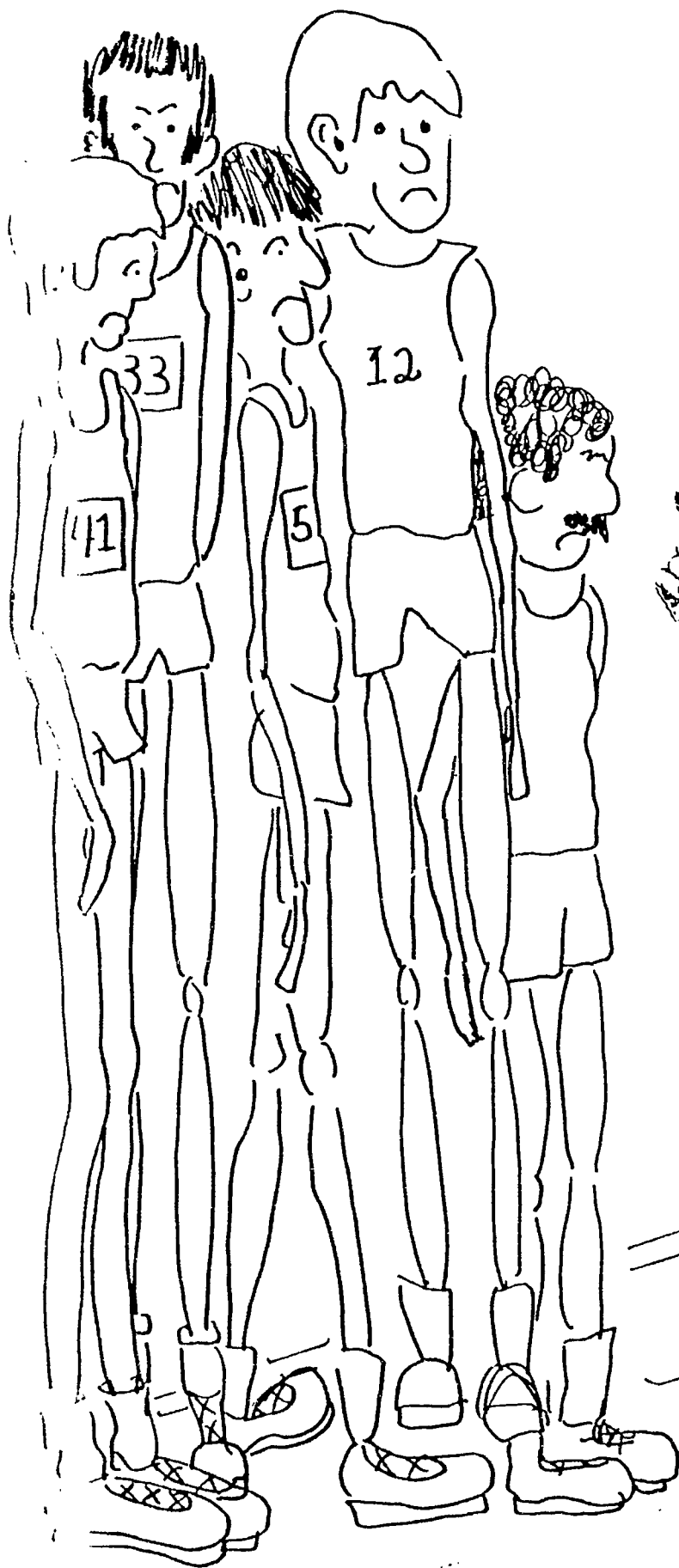


# Pronouns (to whom)





They (them)



Whose ball?

Mine!

# Pronouns

The "who" words of English

by

Rosanne Keller



Literacy Council of Alaska

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## TUTOR NOTES

We at the Literacy Council of Alaska felt that in order to write truly adult material, the use of pronouns was imperative. Since pronouns abound in long vowels and irregular spellings, they are not introduced in the Laubach system until Skill Book III.

We wanted to use pronouns in our stories at the Skill Book I and Skill Book II levels because we felt that repetition of the subject and/or subject nouns made stories sound childish.

### EXAMPLES:

#### Without Pronouns:

Dan has a ball.

The ball is red.

Dan looks at the ball.

Dan looks at Glenn.

Glenn yells at Dan, "That ball is Glenn's!"

Dan yells, "The ball is not Glenn's!"

"The ball is Dan's ball.

"Glenn's ball is black.

"This ball is red."

Glenn is bigger than Dan.

Did Glenn get the ball?

Did Dan get the ball?

The one looking at this will have to tell.

#### With Pronouns:

Dan has a ball.

It is red.

Dan looks at the ball.

He looks at Glenn.

Glenn yells at Dan, "That ball is mine!"

Dan yells, "It is not yours!  
 "It is mine.  
 "Your ball is black.  
 "This ball is red."

Glenn is bigger than Dan.  
 Did Glenn get the ball?  
 Did Dan get the ball?  
 You tell me.

This book and the word cards which comprise the Tutor Tote are designed for English speaking, adult new readers.\* The pronouns are to be taught as sight words. All first, second, and third person (both singular and plural), nominative (who), possessive (whose), and objective (to whom) pronouns are introduced.

	NOMINATIVE (Who)	POSSESSIVE (Whose)	OBJECTIVE (To Whom)
1st person	I      we	my - mine    our - ours	me    us
2nd person	you    you	your - yours    your - yours	you    you
3rd person	he      they she it	his - his    their - theirs her - hers it - its	him    them her it

### TEACHING SUGGESTIONS

1. Go through the book with the student.
2. Let the student match the word cards to the words in the book.
3. Point out irregular or unusual spellings but don't spend a lot of time explaining them.
4. Make up some sentences using vocabulary the student can read (or copy sentences out of the Skill Books). Help the student change the nouns to pronouns.

5. Help the student make sentences (perhaps suggested by the pictures in the pronoun book.
6. Do an experience story with the student and have him/her point out the pronouns.

her Her	hers Hers	it It
its Its	he He	his His
him Him	they They	them Them
their Their	theirs Theirs	



<p>who</p> <p>Who</p>	<p>whose</p> <p>Whose</p>	<p>to whom</p> <p>To whom</p>
<p>mine</p> <p>Mine</p>	<p>my</p> <p>My</p>	<p>me</p> <p>Me</p>
<p>I</p>	<p>you</p> <p>You</p>	<p>your</p> <p>Your</p>
<p>yours</p> <p>Yours</p>	<p>we</p> <p>We</p>	<p>us</p> <p>Us</p>
<p>our</p> <p>Our</p>	<p>ours</p> <p>Ours</p>	<p>she</p> <p>She</p>